

Educational Programs

Name of Plan:

Cycle Reviewed: 2025-2026

(Note: A "0" should be assigned to any plan element which is blank or outdated.)

Continuous Improvement Plan Review

ELEMENTS	3=EXCELLENT	2=ACCEPTABLE	1=DEVELOPING
Unit Mission 0	<input type="radio"/> Clearly communicates the unit's overall purpose <input type="radio"/> Mission statement is distinguished from similar unit <input type="radio"/> Clearly supports the TTUHSC mission	<input type="radio"/> Does not communicate the unit's overall purpose <input type="radio"/> Mission statement is not distinguished from similar units <input type="radio"/> Does not clearly support the TTUHSC mission	
Progress on Planned Improvements 0	<input type="radio"/> Addresses all targets from the previous year that were marked as Partially Met or Not Met based on findings <input type="radio"/> Clearly describes strategies that were implemented to improve on the targets from the previous year that were marked as Partially Met or Not Met based on findings <input type="radio"/> Additional information is provided about the unit's successes or improvements from previous year	<input type="radio"/> Addresses some targets from the previous year that were marked as Partially Met or Not Met based on findings <input type="radio"/> Describes strategies that were implemented to improve on the targets from the previous year that were marked as Partially Met or Not Met based on findings, but lacks clarity <input type="radio"/> Information may be missing about the unit's successes or improvements from previous year	<input type="radio"/> Addresses few targets from the previous year that were marked as Partially Met or Not Met based on findings <input type="radio"/> Does not describe strategies that were implemented to improve on targets from the previous year that were marked as Partially Met or Not Met based on findings <input type="radio"/> Information may be missing about the unit's successes or improvements from previous year
TTUHSC Goal(s) 0	<input type="radio"/> Appropriate TTUHSC goal(s) and the coordinating objective are used. <input type="radio"/> All TTUHSC goal(s) and the coordinating objective align with the respective departmental outcomes/objectives.	<input type="radio"/> Appropriate TTUHSC goal(s) and objective are used <input type="radio"/> Some TTUHSC goal(s) and objective align with respective outcomes/objectives	<input type="radio"/> Inappropriate TTUHSC goal(s) and objective are used <input type="radio"/> Few TTUHSC goal(s) and objective align with respective outcomes/objectives
Student Learning Outcomes 0	<input type="radio"/> All outcomes clearly communicate expected student results, not instructor behaviors or learning activities <input type="radio"/> All outcomes reflect an appropriate scope of knowledge, skills/abilities, or attitudes at the program level, not the course level <input type="radio"/> All outcomes use concrete, action verbs that are measurable <input type="radio"/> All outcomes/objectives are not bundled and are distinctive of each other <input type="radio"/> All outcomes/objectives avoid quantifiable targets	<input type="radio"/> Some outcomes clearly communicate expected student results, not instructor behaviors or learning activities <input type="radio"/> Some outcomes reflect an appropriate scope of knowledge, skills/abilities, or attitudes at the program level, not the course level <input type="radio"/> Some outcomes use concrete, action verbs that are measurable <input type="radio"/> Some outcomes/objectives are not bundled and are distinctive of each other <input type="radio"/> Some outcomes/objectives avoid quantifiable targets	<input type="radio"/> Most outcomes do not clearly communicate expected student results <input type="radio"/> Most outcomes reflect a limited scope of knowledge, skills/abilities, or attitudes at the program level, not the course level <input type="radio"/> Most outcomes lack concrete, action verbs that are measurable <input type="radio"/> Most outcomes/objectives have been bundled and are not distinctive of each other <input type="radio"/> Most outcomes/objectives have quantifiable targets

ELEMENTS	3=EXCELLENT	2=ACCEPTABLE	1=DEVELOPING
Measures 0	<input type="radio"/> All measures are aligned appropriately with outcomes/objectives <input type="radio"/> There is at least one measure per outcome/objective <input type="radio"/> Are indicative of learning at the program level <input type="radio"/> A concise and well-written description of each measure is provided <input type="radio"/> All outcomes have at least one direct measure	<input type="radio"/> Some measures are not aligned appropriately with outcomes/objectives <input type="radio"/> There is at least one measure per outcome/objective <input type="radio"/> Some measures are not indicative of learning at the program level <input type="radio"/> Descriptions of measures are provided but, may be limited, confusing, or excessive <input type="radio"/> Only some outcomes have a direct measure	<input type="radio"/> Most measures are not aligned appropriately with outcomes/objectives <input type="radio"/> Some outcomes/objectives are missing measures <input type="radio"/> Most measures are not indicative of learning at the program level <input type="radio"/> Few, if any, descriptions of measures are provided <input type="radio"/> Few outcomes have a direct measure
Targets 0	<input type="radio"/> All targets describe specific criteria for success <input type="radio"/> Targets appear to be appropriately challenging and attainable in the given timeframe <input type="radio"/> Each measure has a related target <input type="radio"/> Based on findings, targets are marked appropriately as Exceeded, Met, Partially Met, Not Met, or Not Reported This Period	<input type="radio"/> Some targets describe criteria for success <input type="radio"/> Some targets appear to be minimally challenging or unattainable in the given timeframe <input type="radio"/> Some measures do not have a related target <input type="radio"/> Based on findings, some targets are marked appropriately as Exceeded, Met, Partially Met, Not Met, or Not Reported This Period	<input type="radio"/> Many targets use vague or unclear criteria for success <input type="radio"/> Targets do not appear challenging or attainable <input type="radio"/> Most measures do not have a related target <input type="radio"/> Based on findings, most targets are not marked appropriately as Exceeded, Met, Partially Met, Not Met, or Not Reported This Period
Findings 0	<input type="radio"/> All findings describe outcomes/objectives in terms of the stated achievement targets and provide specific information about the results <input type="radio"/> All findings are written in a clear and meaningful way so that all interested parties can understand	<input type="radio"/> Most findings describe outcomes/objectives in terms of the stated achievement targets and provide specific information about the results <input type="radio"/> Most findings are written in a clear and meaningful way so that all interested parties can understand	<input type="radio"/> Few findings describe outcomes/objectives in terms of the stated achievement targets <input type="radio"/> Findings are difficult to understand
Action Plan 0	<input type="radio"/> Provides a detailed description of the planned actions for each target marked as Partially Met or Not Met If all targets were Met or Exceeded and the department did not have any other relevant improvements to include, give them a score of 3 for this element.	<input type="radio"/> Provides a description of the unit's planned actions for each target marked as Partially Met or Not Met, but missing clarifying information	<input type="radio"/> Provides a vague description of the planned actions for each target marked as Partially Met or Not Met
Attachments 0	<input type="radio"/> Relevant supporting documents are attached in the continuous improvement plan <input type="radio"/> All supporting documents are saved with distinct and descriptive names <input type="radio"/> All supporting documents are referenced in Plan <input type="radio"/> All narrative references and document titles align	<input type="radio"/> Some supporting documents have been provided in the continuous improvement plan, but some appear irrelevant <input type="radio"/> Some supporting documents are saved with distinct and descriptive names <input type="radio"/> Some supporting documents are referenced in Plan <input type="radio"/> Some narrative references and document titles align	<input type="radio"/> Few supporting documents have been provided in the continuous improvement plan or they mostly appear irrelevant <input type="radio"/> Most all supporting documents are not saved or referenced with distinct and descriptive names <input type="radio"/> Narrative references and document titles do not align

COMMENTS

REVIEWER USE ONLY

Total Points: 0

- Excellent (23-27 points)
- Acceptable (14-22 points)
- Developing (9-13 points)
- Not Acceptable (0-8 points)